

**IMPROVING VOCATIONAL HIGH SCHOOL STUDENTS' ENGLISH
LISTENING ACHIEVEMENT BY USING ENGLISH BOOST EVERYDAY
YOUTUBE PODCASTS**

(Undergraduate Thesis)

By

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ABSTRACT

IMPROVING VOCATIONAL HIGH SCHOOL STUDENTS' ENGLISH LISTENING ACHIEVEMENT BY USING ENGLISH BOOST EVERYDAY YOUTUBE PODCASTS

By

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This study investigates the use of YouTube podcast videos in improving students' listening skills. The research employed a quantitative approach using a one-group pre-test and post-test design. The participants of this study were 38 eleventh-grade students of SMKS Swadhipa 2 Natar in the academic year 2025/2026. The instrument used in this study was a listening test consisting of multiple-choice items covering five aspects of listening skills, namely main idea, detailed information, inference, reference, and vocabulary. The results of the study indicate that the implementation of YouTube podcast videos effectively improved students' listening skills. This is evidenced by an increase in the mean score from the pre-test to the post-test. Furthermore, the result of the paired sample t-test revealed a statistically significant difference between the pre-test and post-test scores ($p < 0.05$). Despite this, descriptive analysis indicated that students showed improvement in several aspects of listening, especially in vocabulary and detailed information. In conclusion, the use of YouTube podcast videos contributed positively to students' listening skills and provided an engaging and meaningful learning experience. Therefore, YouTube podcast videos are recommended as an alternative learning medium to support listening instruction in vocational high school.

Keywords: *Listening Skills, YouTube Podcast, English Learning, Descriptive Text, Vocational High School.*

ABSTRAK

PENINGKATAN MENYIMAK BAHASA INGGRIS SISWA SEKOLAH MENENGAH KEJURUAN MELALUI PENGGUNAAN PODCAST YOUTUBE ENGLISH BOOST EVERYDAY

Oleh

PUTRI MAHARANI

Penelitian ini menyelidiki penggunaan video podcast YouTube dalam meningkatkan keterampilan menyimak siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one-group pre-test and post-test. Partisipan dalam penelitian ini adalah 38 siswa kelas sebelas SMKS Swadhipa 2 Natar tahun ajaran 2025/2026. Instrumen yang digunakan dalam penelitian ini adalah tes listening berbentuk pilihan ganda yang mencakup lima aspek keterampilan menyimak, yaitu main idea, detailed information, inference, reference, dan vocabulary. Hasil penelitian menunjukkan bahwa penggunaan video podcast YouTube efektif dalam meningkatkan keterampilan menyimak siswa. Hal ini dibuktikan dengan adanya peningkatan nilai rata-rata dari pre-test ke post-test. Selain itu, hasil paired sample t-test menunjukkan adanya perbedaan yang signifikan secara statistik antara nilai pre-test dan post-test ($p < 0,05$). Meskipun demikian, analisis deskriptif menunjukkan bahwa siswa mengalami peningkatan pada beberapa aspek listening, terutama pada vocabulary dan detailed information. Kesimpulannya, penggunaan video podcast YouTube memberikan kontribusi positif terhadap keterampilan menyimak siswa serta menciptakan pengalaman belajar yang menarik dan bermakna. Oleh karena itu, video podcast YouTube direkomendasikan sebagai salah satu media pembelajaran alternatif untuk mendukung pembelajaran listening di sekolah menengah kejuruan.

Kata Kunci: Keterampilan Menyimak, Podcast YouTube, Pembelajaran Bahasa Inggris, Teks Deskriptif, Sekolah Menengah Kejuruan.

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Putri Maharani

Undergraduate Thesis

Submitted in a Partial Fulfillments of

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In

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Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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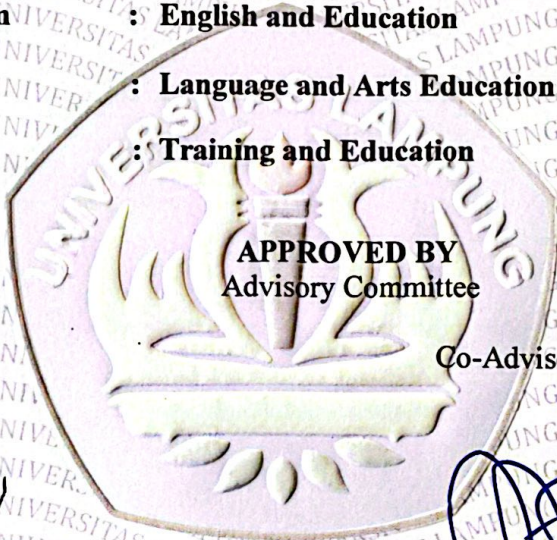
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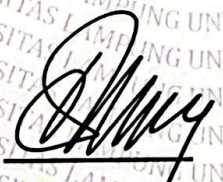
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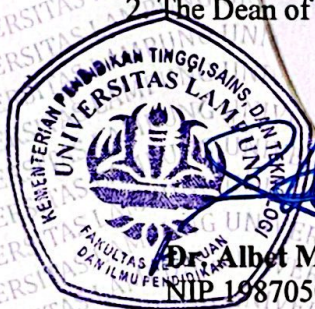
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BY USING ENGLISH BOOST EVERYDAY YOUTUBE
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 29 April 2026
Yang membuat pernyataan,



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CURICULUM VITAE

Putri Maharani was born in Natar on April 7, 2004. She is the youngest of three siblings. She is an undergraduate student of the English Education Study Program at the University of Lampung.

She completed her elementary education at SDN 1 Natar in 2016. She then continued her studies at SMPN 1 Natar and graduated in 2019. In 2022, she graduated from SMAN 1 Natar. In the same year, she was admitted to the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

She also participated in the Community Service Program (KKN) in Bandar Lampung in 2025. In addition, she completed her Teaching Practice Program (PLP) at SMKS 2 Natar for one month, where she gained practical teaching experience and developed her classroom management and instructional skills.

To fulfill the requirement for her undergraduate degree, she conducted research entitled “**Improving Vocational High School Students’ English Listening Achievement by using *English Boost Everyday* YouTube Podcasts**”. The study employed a quantitative approach using a one-group pre-test and post-test design involving eleventh-grade students of vocational high school. The research focused on examining the improvement of students’ listening skills through the use of YouTube podcast videos, particularly in aspects such as main idea, detailed information, inference, reference, and vocabulary.

Her academic interests include listening comprehension, the use of YouTube podcast videos in language learning, and the integration of multimedia in English language teaching. She aspires to contribute to the development of innovative, engaging, and student-centered learning environments, particularly in improving students’ listening skills.

MOTTO

“Allah does not charge a soul its capacity. It will have consequence of what it has earned, and it will bear the consequence of what it has done”

(QS. Al-Baqarah 2:286)

“Lakukan apa yang kau mau sekarang, saat hatimu bergerak jangan kau larang”

(Baskara Putra – Hindia)

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala, who always blesses the researcher's life and grants her strength, the researcher would like to wholeheartedly dedicate this humble work to her beloved parents, brother, sisters, relatives, and friends for their endless love, prayers, and support.

This work is also dedicated to the outstanding lecturers of the English Department, University of Lampung, for their valuable knowledge and guidance.

The researcher also dedicates this work to her beloved almamater, the University of Lampung, to all hardworking teachers who continue to inspire students, and finally to herself for the perseverance and effort in completing this research.

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This thesis is submitted as one of the requirements to obtain the Bachelor’s Degree in Education at the Faculty of Teacher Training and Education, University of Lampung.

In completing this thesis, the researcher received much help, support, guidance, and encouragement from many people. Therefore, the researcher would like to express her sincere gratitude and appreciation to:

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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this research. Hopefully, this thesis can give positive contributions to the development of English education and be useful for readers and future researchers.

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I. INTRODUCTION

This chapter will discuss theories about the background, research question, objectives, uses, scope, and definition of terms.

1.1 Background

Listening is one of the most essential skills in learning English as a foreign language (EFL). It serves as the foundation for mastering other language skills, such as speaking, reading, and writing. In the context of secondary education in Indonesia, students often face significant challenges with listening comprehension. Observations indicate that many vocational high school students struggle to understand English listening materials, whether these are delivered directly or through various learning media.

Several factors contribute to students' low listening proficiency. These include limited time allocated for English instruction, minimal exposure to authentic English from native speakers, difficulties in understanding various English accents, and a lack of innovative, engaging, and contextually relevant learning materials. These obstacles hinder students from developing their listening skills effectively.

With the rapid advancement of digital technology, the educational sector has begun to adopt various technology-based media to improve the quality of English language learning. One increasingly popular medium is the podcast, particularly video podcasts available on platforms like YouTube. Video podcasts provide not only audio input but also visual context, such as facial expressions, body language, and real-life situations. According to Mayer's (2009), this combination can significantly enhance students' comprehension of listening materials presented by native speakers. Additionally, the use of video podcasts can boost student motivation offering a more interactive and contextualized learning experience

compared to traditional media. offering a more interactive and contextualized learning experience compared to traditional media.

Previous studies have demonstrated the effectiveness of podcasts in English language teaching, particularly in enhancing listening comprehension. For example, a study by Saragih et al. (2022) revealed that the use of podcasts significantly increased students' interest and motivation in learning listening. The findings showed that most students felt more engaged and enthusiastic when using podcasts, which also contributed to better understanding of spoken English and improvement in their listening comprehension.

Listening is not only about hearing spoken language, but also about understanding several important aspects within the listening process. According to Brown (2007) in *Teaching by Principles*, listening comprehension consists of several important aspects, namely identifying the main idea, understanding detailed information, recognizing references, making inferences, and understanding vocabulary. These aspects are important because successful listening comprehension depends not only on students' ability to hear words, but also on their ability to interpret meaning, connect information, and understand implied messages from spoken texts.

The aspect of main idea refers to students' ability to identify the central message of a spoken text, while detail information focuses on understanding specific information such as names, places, or facts. Reference relates to students' ability to identify pronouns or words that refer to other parts of the text. Inference requires students to understand implied meanings that are not directly stated by the speaker. Meanwhile, vocabulary concerns students' understanding of word meanings used in spoken communication (Brown, 2007; Field, 2008; Vandergrift & Goh, 2012). Therefore, these five aspects are essential indicators in measuring students' listening comprehension achievement.

However, many previous studies only focused on the general improvement of listening achievement without analyzing which listening aspects improved the

most after the treatment. For example, several studies discussing the use of podcasts and YouTube videos mainly measured students' listening scores as a whole and did not provide detailed analysis regarding the improvement of each listening aspect. Therefore, this study not only investigates whether YouTube podcast videos improve students' listening achievement, but also examines which listening aspects main idea, detail information, reference, inference, and vocabulary show the most significant improvement after the treatment. This issue is reflected in the second research question of this study, which focuses on identifying the improvement among the five aspects of listening comprehension.

Therefore, this study attempts to fill this gap by not only investigating the improvement of students' listening achievement, but also analyzing in detail the improvement in each listening aspect. By doing so, this research provides a more comprehensive understanding of how YouTube podcast videos affect students' listening skills, particularly in identifying which aspects show the most significant development

Similarly, research conducted by Nisa et al. (2022) concluded that integrating podcasts into classroom activities positively improved students' post-test scores in English, particularly in listening comprehension. Additionally, a study by Widiya Mentari Hakim and Siti Harahap (2024), titled "The Power of YouTube to Improve Listening Skills," demonstrated that active engagement with YouTube significantly enhanced students' listening abilities. This research, conducted among first-semester students at the State Islamic University of North Sumatra, revealed that most participants benefited from various YouTube content, such as lyric videos, podcasts, news segments, motivational videos, and educational channels. The study concluded that YouTube not only improved learning outcomes but also fostered a more enjoyable and engaging learning environment. Its diverse and accessible content was identified as a key factor in its effectiveness in enhancing listening skills.

This research seeks to evaluate how effective YouTube video podcasts are in enhancing English listening skills among vocational high school students. It is

expected to provide valuable insights to the field of English language teaching and offer an innovative and relevant alternative learning medium tailored to the current generation. Therefore, this study is different in three ways. First, it specifically uses video podcasts from the channel English Boost Everyday, which contain topics relevant to students' daily lives. Second, the study emphasizes vocabulary mastery as one of the most crucial aspects of listening comprehension, since many Indonesian students fail to understand spoken English due to limited vocabulary. Third, the listening materials are presented in the form of descriptive texts, which align with the Grade XI curriculum and provide students with meaningful and contextual input.

This research is important because in vocational high school students are prepared to use English in real communication. Vandergrift and Goh (2012) state that listening helps students understand spoken language and supports other language skills. Therefore, vocational students need good listening ability to face real-life situations, especially in the workplace.

However, many vocational high school students still experience difficulties in listening. Valentin (2024) states that listening is considered difficult because students struggle to grasp the meaning and purpose of spoken texts. This difficulty is influenced by several factors, such as limited use of English in daily life, unfamiliar accents and vocabulary, and lack of exposure to authentic listening materials.

In addition, the use of appropriate learning media plays an important role in improving students' listening skills. Karim et al. (2023) found that YouTube videos can be used as an effective audio-visual medium to facilitate students in learning listening, as they provide authentic materials and exposure to native speakers. The findings also showed that most students had positive perceptions toward the use of YouTube, as it helped them improve their listening skills and enrich their vocabulary. Furthermore, YouTube videos make the learning process more enjoyable, increase students' motivation, and reduce boredom during listening activities (Karim et al., 2023). Therefore, improving listening skills is

essential for vocational students to support their future careers. The use of YouTube podcast videos can provide greater exposure to English and significantly enhance students' listening comprehension.

1.2. Research Questions

Based on the background of the problem of this research, the researcher identified the research question as follows:

1. Is there a significant improvement in vocational high school students' English listening achievement after they have been taught using the *English Boost Everyday* YouTube Podcast in the class?
2. Is there any significant improvement among the five listening aspects after the treatment?

1.3. Research Objectives

Based on the research questions above, the purpose of this study is to find out whether using English Boost Everyday YouTube podcast videos in vocational high school can improve students' English listening skills and to see if there are differences in the improvement the five aspects of listening, namely main idea, detail information, reference, inference, and vocabulary (Brown, 2007). This study aims to understand how effective YouTube podcast videos are in helping students listen better and which aspects of listening show the most progress after the treatment. find out whether using the English Everyday Boost youtube podcast in the class can improve student's in vocational high school listening achievement in English.

1.4. Uses of the Research

The researcher expects that uses of this research will result the following points as follows:

- 1) Practically
 - a. The result of this research can provide useful as information for English teachers who are looking for how to teach listening skills by using youtube podcast videos.
 - b. The result of this research can inspire English teacher who want to use

Youtube Podcast Videos to improve listening achievement.

- 2) Theoretically
 - a. The result of this research is expected to support the previous theories on teaching listening skill using youtube podcast videos.
 - b. The result of this research is expected to support the implementation of youtube podcast videos in student' listening achievement.

1.5. Scope of the Research

This research focuses on improving student' listening achievement through the use of English Boost Everyday YouTube Podcast Videos in the classroom. The media used in this research was an English Boost Everyday podcast sourced from the YouTube platform, and the learning objective was to enable students to understand the information, instructions, and oral messages conveyed in the video. In the end of lesson, students are expected to be able to actively listen to various conversations or monologues that are relevant to the topic of the lesson and also encourages students to understand meaning, recognize intonation.

1.6. Definition of Terms

To avoid misunderstanding among reeders, the definitons of terms are provided as follows:

1) Listening

Listening is an active process of receiving and constructing meaning from spoken language through hearing, understanding, interpreting, and responding to messages delivered by speakers. According to Brown (2007), listening is not merely hearing sounds, but also involves comprehending and interpreting spoken information in meaningful communication contexts.

2) Listening Achievement

Listening achievement refers to students' ability and performance in comprehending spoken English successfully, which is reflected through their scores or results in listening comprehension tests. According to Field (2008), listening comprehension can be measured through several aspects such as

identifying main ideas, understanding detailed information, recognizing references, making inferences, and mastering vocabulary in spoken texts.

3) Youtube Podcast Videos

Youtube podcast is learning media that contain audio and video available on the Youtube platform. The function of Youtube podcast is to increase students' understanding the meaning and message that is conveyed, conversation, communication, debate and interviews. According to Vandergrift (2012), podcasts provide authentic listening materials that expose learners to real-life communication and help improve listening comprehension.

Thus, in this chapter are the background of the problem, research question, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter explains about the theories used in this research, such as definition of listening, stages of listening, strategies of listening, aspects of listening, teaching of listening, definition of podcast, the use of youtube podcast videos in listening skill, procedures of teaching listening using youtube podcast videos, advantages and disadvantages teaching listening using podcast youtube videos, theoretical assumption, and hypothesis.

2.1. Definition of Listening

Listening refer to a person's ability to fully understand an orally conveyed message with attention and concentration. This skill can be particularly challenging for students learning English, especially those who struggle with the language. According to the International Listening Association (ILA), listening is a conscious and intentional act that requires focusing attention on the sounds or messages being received. It involves not only the physical ability to hear but also mental processes such as decoding messages, interpreting meanings, and understanding the implied intentions within a conversation. All these processes are essential for effective communication.

In the context of English as a Foreign Language (EFL), particularly in Indonesia, listening is often regarded as the most challenging skill for students to master. Several factors contribute to this difficulty, including limited real-world exposure to English, the rapid speech of native speakers, restricted vocabulary knowledge, and insufficient classroom practice that utilizes authentic materials. This is supported by Valentin (2024), who found that students often experience difficulties in listening because English is rarely used in their daily lives, and they are not familiar with different accents and vocabulary. In addition, traditional classroom practices tend to focus on limited activities and lack the use of varied

and interesting media, which makes listening learning less engaging and reduce students' motivation. Karim et al. (2023) explain that listening is often seen as a difficult and monotonous skill since students are only asked to listen to recorded dialogues repeatedly without meaningful variation. These exercises tend to be too focused on written language and do not reflect on how English is used in natural conversation. Therefore, it is essential for listening instruction to extend beyond the use of artificial dialogues, incorporating relevant, real-life, and contextually rich input, such as podcast videos from platforms like YouTube.

2.2. Stages of Listening

The listening process involves various cognitive skills and is considered a single action. According to Brown (2007) and Field (2008), there are four main stages of listening:

1. Receiving (Receiving Auditory Input):

This initial stage involves the recognition and reception of auditory sounds or signals. At this stage, listeners focus their attention on the oral message being delivered while filtering out irrelevant background noise.

2. Understanding (Understanding the Meaning):

Listeners utilize their linguistic knowledge to process the information provided. This includes recognizing words, understanding sentence structures, and associating meanings with the appropriate context

3. Evaluating (Evaluating Information):

In this stage, listeners assess the message as a whole, considering both its content and meaning. They take into account the speaker's intentions, tone of voice, and the overall impact of the information.

4. Responding:

The final stage involves providing a response, which can be in the form of an action, written communication, or oral feedback. This response indicates understanding or a reaction to the conveyed information.

2.3. Strategies of Listening

For the listening process to be more effective, students need to be equipped with appropriate strategies. Vandergrift and Goh (2012) categorize listening strategies into three main types:

1. Metacognitive Strategies

This strategy involves students' awareness of their own thinking processes while listening. It includes planning before listening, monitoring during the listening process, and evaluating after completing the listening activity (Goh, 2018). This approach helps students become reflective and more independent learners, enabling them to organize and control their own learning processes.

2. Cognitive Strategies

Cognitive strategies include practical techniques used to process information, such as note-taking, summarizing, guessing meanings, and translating. These strategies are valuable in helping students break down complex information into more manageable parts, thereby improving retention and understanding accuracy (Rahmaningtyas & Mardhiyyah, 2021)

3. Socio-affective Strategies

This strategy emphasizes psychological and social aspects, including reducing students' anxiety, increasing motivation, and encouraging interaction during the learning process. Yaacob et al. (2021) state that the use of YouTube and video podcasts can create an enjoyable and engaging learning environment, which helps reduce listening anxiety and improves students' interest and participation. In addition, interactive activities such as discussions can build teamwork and allow students to support each other, making it easier for them to understand the listening material.

2.4. Aspects of Listening

In listening, several essential aspects will be the focus of assessing and developing students' abilities. Each aspect plays a unique role in helping listeners fully comprehend spoken texts.

1) Detail Information

This aspect refers to the listener's ability to catch specific information conveyed in the spoken text. According to Field (2008) detail information typically includes small facts, numbers, names, places, or events explicitly mentioned in the text. This component measures how carefully listeners pay attention to every piece of information presented.

2) References

According to Goh (2021) this aspect relates to the listener's ability to identify words or phrases that refer to specific people, objects, or ideas within the spoken text. It often involves the use of pronouns or other referring words, necessitating an understanding of the connections among different parts of the text. Listeners must accurately link these reference words to their original meanings.

3) Inferences

This aspect refers to the listener's ability to draw conclusions based on implied information within the text. According to Vandergrif and Goh (2021) it requires listeners to understand meanings that are not directly stated by using their background knowledge and the context of the conversation. The ability to make inferences demonstrates a deeper level of understanding of the spoken text.

4) Main Idea

According to Brown (2007) this aspect focuses on the listener's ability to identify the main idea or central message of the spoken text. The main idea represents the most important message the speaker intends to convey. This component assesses how well listeners can summarize the overall key points.

5) Vocabulary

This aspect concerns mastery of the words used in the spoken text. According to Rahmaningtyas & Mardhiyyah (2021) understanding a range of vocabulary is crucial for accurately grasping the text's meaning. This component measures how well listeners recognize and understand the meanings of the words presented during the listening process.

2.5. Teaching of Listening

Listening instruction strategies should be designed to help students understand, decode, and evaluate spoken messages. The widely accepted listening instruction model proposed by Vandergrift and Goh (2012) includes three main stages:

1. Pre-listening activities: that prepare students by activating prior knowledge and introducing key vocabulary.
2. While-listening activities: that require students to focus on specific concepts or information during audio playback.
3. Post-listening activities: that encourage students to reflect, draw conclusions, or discuss what they have learned.

Despite the existence of this model, many classrooms in Indonesia continue to rely on traditional approaches to teaching listening. These methods typically involve asking students to answer comprehension questions after playing audio tracks and then discussing the answers without further engagement. Karim et al. (2023) argue that listening is considered one of the most difficult skills for students, especially when they are exposed to native speakers' accents and fast speech.

In contrast to conventional audio methods, incorporating YouTube podcasts can improve student engagement, improve critical thinking, and strengthen comprehension. In supporting students through scaffolded listening experiences, the teacher's role becomes crucial, particularly when using authentic materials.

2.6. Definition of Descriptive Text

Descriptive text is a type of text that is used to describe a particular person, place, object, or event in detail. The main purpose of descriptive text is to give the readers a vivid and clear picture of the subject being described by using sensory details and specific information. According to Maresa (2018), listening to descriptive text requires students to understand detailed information about a particular subject, including its characteristics and specific features presented through spoken language. The study indicates that students often face difficulties in comprehending descriptive texts in listening activities, especially in identifying

important information and understanding the overall meaning. It involves the use of adjectives, adverbs, and descriptive phrases that appeal to the senses (sight, sound, touch, smell, and taste) to make the description more vivid and engaging. Furthermore, descriptive texts often follow a simple structure that includes:

- 1) **Identification:** Introducing the subject to be described.
- 2) **Description:** Presenting the details about the subject's characteristics, features, or qualities.

Descriptive text is chosen in this research because it is part of the Grade XI English curriculum and closely related to students' daily life. Its simple structure of identification and description makes it easier for students to follow and understand. In listening activities, descriptive text helps students focus on details and learn new vocabulary through clear and vivid descriptions. Therefore, it is suitable to support students' listening comprehension and vocabulary mastery.

As noted by Valentin (2024), the use of video podcasts in English language learning can support students' listening comprehension by helping them understand pronunciation, improve their understanding of the material, and increase their confidence in listening. In relation to this study, the use of video podcast media provides a more meaningful and engaging listening experience for students. The combination of clear descriptions and audio-visual support enables students to better identify details, understand meanings, and connect information within the text. This is particularly important for vocational high school students, who need practical and understandable input to improve their listening skills. Therefore, the integration of descriptive text and YouTube podcasts is considered an effective approach to enhance students' listening comprehension in this research.

2.7. Definition of Podcast

This chapter discusses how podcasts can improve students' English language learning, particularly their listening achievement. Available in both audio and video formats, podcasts allow students to learn anytime and anywhere.

A podcast is a type of digital recording that can be accessed online in both audio and video formats, allowing users to save and playback content at their convenience. This medium has emerged as a significant innovation education, offering high flexibility in the learning process. It enables students to learn independently, at their own time and at their own pace. Educational podcasts, particularly those in English, provide students with valuable exposure to live language use by native speakers, which greatly enhances their listening skills. Research conducted by Karim et al. (2023) indicates that YouTube videos, as audio-visual learning media, can enhance students' learning experience by providing authentic and engaging content. This, in turn, increases students' motivation and interest in learning, as well as helps improve their listening skills and vocabulary mastery.

2.8. The Podcast Used in this Research

In this study, the podcast used in this research is sources from a YouTube channel called English Boost Everyday, which already widely known as one of the most educational audio-visual learning sources. The selection of this podcast channel was based on its strong ability to provide high-quality content that was relevant to the learning objectives, specifically to improve the English listening skills of eleventh-grade vocational high school students. Previous studies have shown that podcasts can effectively support language learning, as they provide authentic listening input, allow flexible access to learning materials, and facilitate students' independent learning (Indahsari, 2020).

The channel English Boost Everyday video podcast that was used in this study was cover several themes such as culture, art, and habits. These topics was chosen because they was have a strong appeal to students and was related closely to their daily life contexts. By discussing issues that was connected to their personal experiences, it is expected that students was became more motivated to engage in the learning process. In addition, the podcast with these was also providauthentic English exposure, along with various accents and speaking styles, which was enrich the students' listening experience and help them adapt to different language variations.

This podcast was used during the treatment process in several meetings, with consideration of the duration that was not be too long, specifically around 4 to 10 minutes, so that students was stay focused and will not feel bored during the learning process. The language used in the podcast was also be relatively suitable for the students' English proficiency level, allowing them to follow the content more easily. To measure the students' listening improvement effectively, this podcast was used repeatedly with the same video podcast during the pre-test, treatment, and post-test activities. Through this approach, it is expected that students was show significant improvement in their listening skills after completing the planned learning sessions.

2.9. The Use of YouTube Podcast Videos in Listening Skill

YouTube has evolved into a dynamic and multimodal platform that provides students with access to a wide range of audio and visual content, including blog videos, daily interviews, educational podcasts, and channel YouTube English Boost Everyday. English as a Foreign Language (EFL) learners, particularly those with lower proficiency, significantly benefit from this platform, as it offers auditory, visual, and textual cues. Research conducted by Fachrurrazy et al. (2022) revealed that students have positive perceptions toward the use of YouTube in English language learning. The findings indicate that YouTube videos help students improve their listening comprehension by providing clear audio-visual input, which makes it easier for them to understand spoken English. In addition, students reported that YouTube makes learning more interesting and engaging, as they can access various learning materials anytime and replay the videos to enhance their understanding. Fadhillah et al. (2021) studied the effects of watching English talk shows on students at Malang State University. This study revealed that the natural flow of conversation, along with the use of facial expressions, turn-taking, and intonation patterns in talk shows, helps students become more attuned to authentic spoken English, thereby improving their listening accuracy and speed. Additionally, according to Apoko et al. (2022) in IDEAS Journal, video-podcasts, characterized by their narrative, interview-based, or informative formats, encourage more active engagement among students.

2.10. Procedures of Teaching Listening using Youtube Podcast Videos

The procedure for teaching listening activities using YouTube podcast videos in this study consists of several structured steps designed to students' improve listening achievement through both visual and auditory input. According to Goh (2021), providing both auditory and visual input supports learners in understanding meaning more effectively. This theory supports the use of youtube podcast videos as learning media, where students will receive both visual and auditory input to improve their listening comprehension.

The steps are as follows:

1. The researcher activates students' background knowledge about the topic they are going to listen to by showing the title, thumbnail, or images from the YouTube video. This activity aims to build schemata and prepare students for the content (Harmer, 2007; Goh, 2018).
2. The researcher asks students predictive questions such as "What do you think this podcast is about?" or "Have you ever seen this topic on social media?" This helps set a purpose for listening and makes the activity more engaging (Vandergrift & Goh, 2012).
3. The researcher clearly explains the objectives and instructions to students before playing the video. Students are informed about what to listen for, such as main ideas, specific details, or the speaker's o
4. The researcher plays the YouTube podcast video, adjusting the playback speed and activating subtitles if necessary to support lower-level learners. Students are encouraged to focus on listening while optionally reading the subtitles (Mayer, 2009 dual-channel input: visual and auditory).
5. Students take notes on key vocabulary they recognize during the listening process. This practice aids in lexical development and builds confidence in recognizing familiar words.
6. Students identify the main idea of the podcast by summarizing what the speaker discusses using simple English. This step strengthens gist listening skills and reinforces comprehension (Field, 2008).

7. Students pinpoint key phrases and sentences that support the main idea. This helps them understand how language is used contextually and builds strategic listening skills (Vandergrift F& Goh, 2012).
8. The researcher encourages students to make inferences based on what the speaker implies but does not say directly. For instance, understanding the speaker's tone, emotion, or hidden message.
9. The researcher provides a written transcript or summary of the podcast in a simplified Descriptive Text. Students read this and compare it with their own understanding.
10. Students are asked to write their own Descriptive Text about the video podcast, using the provided sample as a guide. This step helps connect listening with writing and enhances productive language skills.

In summary, this procedure outlines a comprehensive approach to teaching listening using YouTube podcast videos. By combining visual and auditory elements, setting clear listening goals, and incorporating pre-, while-, and post-listening activities, students are actively engaged in the listening process. This method supports multimodal learning, develops metacognitive awareness, and encourages learner autonomy, making YouTube podcasts an effective pedagogical tool in modern English language education. Through this step-by-step procedure, the study aims to provide valuable insights into improving students' listening comprehension using authentic and interactive digital media.

2.11. Advantages and Disadvantages Teaching Listening using Podcast Youtube Videos

The following explanation outlines the positive aspects and challenges that may arise in using YouTube podcasts as a medium for teaching English listening skills in schools.

Advantages:

1. Authentic Language Input

YouTube podcasts provide students with accessible and flexible audio-visual materials that can be used to support listening learning. According

to Saragih et al. (2022), podcasts can be accessed freely through digital devices and often include both audio and visual elements, which help students understand pronunciation and spoken language more clearly. This exposure allows students to become more familiar with spoken English, improve their comprehension, and engage more effectively with listening activities.

2. Engaging and Motivating

The dynamic and entertaining nature of YouTube content can significantly enhance student motivation (Hakim & Harahap, 2024). The variety of topics available allows students to select content that aligns with their interests, making the learning experience more enjoyable. This increased engagement can lead to higher levels of participation and a greater willingness to practice listening skills.

3. Support for Self-Paced Learning

YouTube Podcasts enable students to access learning materials flexibly, allowing them to listen to the audio repeatedly according to their needs (Indahsari, 2020). This flexibility helps learners better understand the content and supports their learning process outside the classroom. In addition, the use of podcasts encourages students to engage in independent learning, as they can manage their own learning time and strategies.

4. Visual Contextualization

According to Atikah and Gunawan (2025), the integration of audio and visual elements in listening instruction provides students with a richer context for understanding spoken language. Visual cues, such as facial expressions and body language, play a crucial role in enhancing comprehension and helping students accurately infer meaning. This multimodal approach also accommodates diverse learning styles, thereby facilitating students' understanding of complex concepts.

5. Diverse Content and Accessibility

Podcasts offer flexible and easily accessible learning materials that can be used anytime and anywhere through digital devices such as smartphones, laptops, and computers. Saragih et al. (2022) state that podcasts can be

freely accessed and downloaded from the internet, allowing students to choose content based on their interests and learning needs. This accessibility not only makes learning more convenient but also increases students' engagement and motivation, as they can explore various topics and listen repeatedly to improve their understanding of English.

Disadvantages:

1. Potential Distractions

One significant drawback of using YouTube podcasts is the potential for distractions from irrelevant visuals, advertisements, or unrelated content (Hakim & Harahap, 2024). These distractions can detract from the learning experience and make it difficult for students to focus on the listening task. Teachers must be mindful of this and provide guidance on how to navigate these distractions effectively

2. Requires Stable Internet Access

Accessing YouTube content requires a stable internet connection, which may not be available to all students, particularly in rural or underserved areas (Indahsari, 2020). This limitation can create disparities in learning opportunities, as some students may be unable to access the same resources as their peers. Teachers need to consider alternative solutions for students with limited internet access.

3. Variable Content Quality

Although podcasts provide many benefits in learning listening, their use still requires proper guidance from teachers. Saragih et al. (2022) highlight that students need direction in selecting appropriate podcast content and learning strategies, such as choosing suitable materials, listening carefully, and taking notes. Without proper guidance, students may face difficulties in understanding the content effectively. Therefore, teachers play an important role in guiding students to use podcasts appropriately in order to maximize their learning outcomes.

4. Limited Interaction

Although YouTube podcasts can provide engaging content, they may lack the interactive elements essential for developing listening skills in a communicative context (Hakim & Harahap, 2024). Students may miss opportunities for real-time feedback and interaction with peers or instructors, which are crucial for refining their listening and speaking abilities. To address this, teachers can incorporate follow-up discussions or collaborative activities that encourage interaction after watching the podcasts.

2.12. Theoretical Assumption

Students can improve their listening comprehension through various learning methods that are carefully chosen. Teachers should select methods that align with the learning objectives and the characteristics of their students. Not every technique is suitable for developing listening skills. This study focuses on using YouTube podcasts as a medium to enhance secondary school students' listening abilities.

The underlying theory is that students who are engaged, emotionally connected, and use multiple sensory channels learn more effectively. As a result, students not only improve their comprehension of English speech but also become more confident in handling various accents, speaking rates, and sentence structures found in YouTube podcast content. Therefore, utilizing podcasts as a tool for listening practice is considered an effective and enjoyable way to improve students' listening achievement.

2.13. Hypothesis

The research hypothesis is formulated based on the issues discussed in the previous chapter:

1. The use of YouTube podcasts can improve students' listening comprehension. This hypothesis proposes that the integration of YouTube podcasts into classroom instruction will result in a significant improvement in students' listening abilities, as indicated by increased listening test scores.

2. There is a significant difference in the improvement of students' listening achievement across the five aspects of listening (main idea, detail information, vocabulary, inference, and reference) after the treatment.

This chapter has explored several aspects of listening, including the concept of listening, effective teaching activities for listening skills, the role of media in teaching listening, and the unique advantages of using YouTube podcasts to enhance listening skills.

III. METHOD

This chapter outlines the research design, variable of the research, data sources, research instruments try-out procedures, validity and reliability of the instrument, research procedure, data collection techniques, scoring technique as well as hypothesis testing.

3.1. Research Design

In this study, the researcher aimed to investigate the effectiveness of YouTube podcast videos in improving vocational high school students' English listening achievement and to identify which aspects of listening improved after the treatment. To achieve these objectives, the researcher employed a quantitative approach. This approach was chosen because the study focused on measuring students' listening achievement and examining the effectiveness of the treatment through objective and measurable data. The quantitative approach involved numerical data collection through pre-tests, post-tests, and treatments. According to Setiyadi (2018), a quantitative approach is used to measure students' learning outcomes through numerical data and statistical analysis to determine the effectiveness of a treatment. Therefore, the researcher employed the following research design:

$$G = T1 \times T2$$

G : The group (one class).

T1 : Pre-test for students' listening before getting the treatment.

T2 : Post-test for students' listening after getting the treatment.

X : Teaching listening using Youtube Podcast Videos

3.2. Variables of the Research

This study focused on two types of variables:

1. Independent Variable (X): The use of YouTube podcast videos.

The independent variable in this study is the implementation of YouTube podcast videos as instructional media during the treatment phase. YouTube podcasts are chosen due to their authentic content, exposure to native speakers, and visual support, which are expected to enhance students' engagement, motivation, and listening comprehension. The use of these videos is intended to provide students with opportunities to practice listening to real-life English, thereby improving their ability to understand vocabulary, identify main ideas, recognize supporting details, and make inferences.

2. Dependent Variable (Y): Students' listening skills.

This variable is measured through a pre-test and a post-test to determine whether any improvement occurs following the treatment. Listening skills include the ability to identify the main idea, specific information, inferences, and vocabulary within spoken English texts. These skills reflect key indicators found in the national English curriculum.

3.3. Data Sources

In this study, the researcher used two types of data sources. Both of these sources provided a complete picture of the research process and findings, especially to see how effective the use of YouTube podcast videos was in improving the English listening skills of the eleventh-grade students at SMKS Swadhipa 2 Natar.

3.3.1. Data Population

The population of this study consisted of the eleventh-grade students of SMKS Swadhipa 2 Natar in the academic year 2025/2026. The students were considered suitable for this research because they had learned English listening materials in the classroom and were familiar with digital media such as YouTube. In addition, vocational high school students need listening skills to support communication in academic and real-life contexts. This study involved

38 students from class XI TKJ 3 at SMKS 2 SWADHIPA Natar. Among these respondents, 10 were male students (26.32%) and 28 were female students (73.68%). The distribution of the respondents based on gender is presented in Table 3.1.

Table 3.1. Distribution of subjects based on gender

Distribution of the Research Subjects				
		Frequency	Percent	Valid Percent
Valid	Male	10	26.32	26.32
	Female	28	73.68	73.68
	Total	38	100.0	100.0

3.3.2. Data Sample

The sample of this study consisted of one class with 38 eleventh-grade students of SMKS Swadhipa 2 Natar. The sample was selected by using purposive sampling technique. According to Sugiyono (2017), purposive sampling is a sampling technique conducted based on specific considerations related to the research objectives. The selected class was considered capable of providing the required data, especially regarding students' English listening skills. The class was chosen because the students had moderate English proficiency and were actively engaged in listening to English content such as English songs and YouTube podcast videos as part of their daily activities. Therefore, the class was considered appropriate to participate in this study.

Furthermore, the supporting data sources in this study were the learning materials used during the treatment, namely the video podcasts from the YouTube channel English Boost Everyday. These videos were selected because they contained interesting topics related to students' daily lives, such as culture, habits, and communication. In addition, the students' pre-test and post-test scores were also used as supporting data to measure the improvement of students' listening skills after the implementation of YouTube podcast videos.

3.4. Research Instrument Try-Out Procedure

This section described the procedure for conducting the try-out of the listening comprehension test. The try-out was conducted to ensure that the test items were

valid, reliable, and suitable for use in the main research. It helped the researcher select the best test items for the pre-test and post-test. The steps were as follows: Select a different class from the research sample for the try-out.

- 1) Administer the listening comprehension test using the same YouTube podcast video that were used in the main study.
- 2) Analyze the try-out results to calculate item validity, reliability, discrimination power, and difficulty level.
- 3) Revise or eliminate invalid, unreliable, or problematic items.
- 4) Select the final test items for the pre-test and post-test in the main study.

3.5. Research Instruments Validity and Reliability

Before conducting the main research, a try-out was conducted to evaluate the quality of the listening comprehension test. The try-out was administered to students from a different class, ensuring that the students who participated in the try-out were not included in the main study sample.

The research instrument served as the primary tool for collecting data in this study. This instrument was used to measure the students' listening skill abilities before and after the learning intervention using YouTube podcast videos. In this section, the researcher described the type of instrument that was used, which was a listening test, along with the procedures for ensuring its validity, reliability, and try-out process to confirm the quality of the test.

3.5.1. Validity

a. Content Validity

According to Brown (2000), content validity referred to the degree to which a test aligned with the learning objectives and reflected the relevant skills being measured. In this study, content validity was ensured by designing the test items based on the indicators stated in the English syllabus for Grade XI of the vocational high school. The test covered key listening skills. These indicators understanding detailed information, recognizing references, making inferences, identifying the main idea, and understanding vocabulary were aligned with the national curriculum to

ensure that the test properly reflected the expected learning outcomes.

b. Construct Validity

Construct validity refers to whether a test truly measures the theoretical construct it is intended to measure. According to Brown (2000), construct validity is concerned with how well a test reflects the underlying theory of the skill being assessed. In this study, construct validity was ensured by developing the test items based on the theoretical aspects of listening skills, including understanding detailed information, recognizing references, making inferences, identifying main ideas, and understanding vocabulary.

Table 3.2. Tabel of Specification

No.	Aspect of Listening	Items Questions	Number of Items (Pre test)	Number of Items (Post test)	Persentase
1.	Main Idea	10 questions	1, 6, 7, 12, 17, 20, 28, 33, 40, 21	2, 8, 12, 21, 22, 25, 28, 29, 32, 24	20%
2.	Detail Information	10 questions	2, 3, 5, 10, 13, 23, 25, 26, 35, 36	4, 9, 10, 14, 23, 27, 30, 35, 38, 40	20%
3.	Reference	10 questions	9, 11, 16, 19 22, 24, 29, 30, 37, 38	5, 11, 13, 15, 16, 17, 20, 31, 33, 26	20%
4.	Inference	10 questions	4, 15, 18, 32, 34, 39, 49, 50, 31, 8	1, 3, 6, 7, 18, 19, 36, 34, 49, 50	20%
5.	Vocabulary	10 questions	14, 27, 41, 42, 43, 44, 45, 46, 47, 48	37, 39, 41, 42, 43, 44, 45, 46, 47, 48	20%

c. Face Validity

Face validity was conducted by having experts (lecturers or teachers) review all the test items, including the 50 questions prepared for the pre-test and post-test. The experts ensured that the language used was clear, easily understood by students, and that the format of the questions was not confusing. This process was carried out before trying out the test in a different class of the same grade level. Although this process was subjective, it provided additional evidence that the test appeared valid and was suitable for use in the actual classroom trial.

3.5.2. *Reliability*

The reliability of the test was measured after administering the pre-test and post-test to the research participants. It was analyzed using the split-half method, in which the test items were divided into two groups (odd and even numbers). The students' scores from both halves were then correlated, and the result was corrected using the Spearman-Brown prophecy formula provided in the SPSS output to estimate the reliability of the whole test. A reliability coefficient of 0.70 or higher was considered acceptable for this study, indicating that the instrument was reliable for measuring students' listening.

3.5.3. *Discrimination Power of Instruments*

A good test instrument should have been able to differentiate between students with high and low listening comprehension skills. In this study, the discrimination power of the listening test was analyzed during the try-out stage to ensure that the selected items effectively distinguished high-achieving students from low-achieving ones. According to Nurweni (2003), a test had good discrimination power if it allowed stronger students to achieve high scores and weaker students to obtain lower scores. The discrimination index for each item was calculated by following the steps as follows:

1. All students were ranked based on their total scores from the try- out.
2. They were divided into three equal groups (top, middle, and bottom), but only the top and bottom groups were used in the calculation.
3. The number of students in the top group who answer the item correctly (RT) and the number of students in the bottom group who answer it correctly (RB) were counted
4. Use the formula:

$$D = \frac{RT - RB}{NT}$$

D : Discrimination index

RT : Number of students in the top group who

answered correctly

RB : Number of students in the bottom group who
answered correctly

NT : Number of students in the top group

This process ensured that only items with acceptable discrimination power were retained in the final instrument. Items that did not meet the criteria were revised or removed to ensure that the final pre-test and post-test accurately measured the improvement in students' listening skills after being exposed to YouTube podcast videos. This step also supported the findings from Saragih et al. (2022), who emphasized the importance of using valid and discriminative test items when assessing the impact of podcast media in listening activities.

0.40 – 1.00 = Excellent

0.30 – 0.39 = Good

0.20 – 0.29 = Fair

Below 0.20 = Poor

Based on the discrimination power analysis, the test items were categorized into four levels: excellent, good, fair, and poor. The results showed that most items fell into the excellent category, with a total of 38 items (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 38, 40, 41, 44, 45, 47, 48, 49, and 50), indicating strong ability to distinguish between high- and low-achieving students. Meanwhile, 9 items (1, 15, 18, 28, 33, 34, 35, 42, and 46) were categorized as good, meaning they had acceptable discrimination levels, and 2 items (39 and 43) were categorized as fair, showing limited discrimination ability but still usable with revision if necessary. Overall, the findings showed that the majority of the items demonstrated strong discrimination power, meaning the finalized test instrument was appropriate for assessing students' listening proficiency and suitable for use in the pre-test and post-test.

3.5.4. Level of Difficulty of Instruments

To ensure that the test was appropriate for the students' listening proficiency level, the difficulty level of each item was measured. A good listening

test must have a balanced level of difficulty neither too easy nor too difficult so that it can appropriately assess the effectiveness of using YouTube podcasts in classroom instruction.

The following formula was used to calculate the difficulty index:

$$P = \frac{CA}{N}$$

P : Item difficulty index

CA : Number of students who answered correctly

N : Total number of students taking the test

The interpretation of the index is as follows:

0.0 - 0.30 = Difficult

0.31 - 0.70 = Moderate

0.71 - 1.00 = Easy

Table 3.3. Level of Difficulty

NO.	NUMBER OF ITEM TEST	COMPUTATION	CRITERIA
1.	-	<0.30	Difficult
2.	3, 6, 9, 10, 16, 17, 18, 20, 21, 22, 23, 25, 27, 29, 30, 31, 34, 45, 38, 40, 42, 43, 46, 47, 49, 50	0.31 – 0.70	Moderate
3.	1, 2, 4, 5, 7, 8, 11, 12, 13, 14, 15, 19, 24, 26, 28, 32, 33, 36, 37, 39, 41, 44, 45, 48	>0.70	Easy

The test was categorized into three levels of difficulty based on the computation criteria. The first category, labeled “Difficult” contained no items, as none of the test items had a computation value below 0.30. The second category, termed “Moderate” consisted of 26 items (numbers 3, 6, 9, 10, 16, 17, 18, 20, 21, 22, 23, 25, 27, 29, 30, 31, 34, 35, 38, 40, 42, 43, 46, 47, 49, and 50), with computation values ranging from 0.31 to 0.70. Finally, the “Easy” category included 24 items

(numbers 1, 2, 4, 5, 7, 8, 11, 12, 13, 14, 15, 19, 24, 26, 28, 32, 33, 36, 37, 39, 41, 44, 45, and 48), with computation values greater than 0.70.

This distribution indicated that most items in the test were at a moderate level of difficulty, while the remaining items were categorized as easy, and none were categorized as difficult. This balance suggested that the test provided an appropriate challenge for students and allowed for an accurate and fair measurement of their listening proficiency. The range of difficulty levels ensured that the test could assess students with varying levels of ability, making it suitable for use as both the pre-test and post-test in the study.

3.6. Data Collection Procedures

This chapter discussed the data collection procedures used in this study. The researcher explained the steps taken to gather the data systematically, starting from the preparation of the test instruments, the implementation of the pre-test and post-test, and the treatment process involving YouTube podcast videos. The data collection procedures were conducted as follows:

1. Participant Selection

The participants of this research were eleventh-grade students of SMKS Swadhipa 2 Natar, who were selected through purposive sampling. The selected students were those who had moderate English proficiency and were familiar with digital media, such as YouTube podcasts, as part of their learning activities. These participants were considered capable of providing relevant and accurate data for this study.

2. Try-out

Before administering the pre-test, the researcher conducted a try-out to evaluate the quality of the listening comprehension test. The try-out was carried out in a different class that was not involved in the main study. In this try-out, the students completed the listening comprehension test after watching the same YouTube podcast video that was used in the main research. The purpose of this try-out was to analyze the test items in terms of validity, reliability, discrimination power, and difficulty level. The results of this analysis enabled the researcher to select valid, reliable, and

appropriate test items that effectively measured students' listening comprehension. Only the test items that met the required standards were used in the pre-test and post-test during the main study.

3. Pre-test (T1)

In the first meeting, the researcher administered a pre-test to measure the students' initial listening comprehension skills. The test consisted of 50 items, including multiple-choice questions, which were based on a selected English Boost Everyday video podcast from YouTube. The pre-test aimed to assess various listening aspects such as identifying the main idea, detailed information, making inferences, and recognizing vocabulary.

4. Treatment Implementation (X)

During the second, third, and fourth meetings, the students received treatment through listening activities using the selected YouTube podcast video. In this stage, the students were instructed to:

- a) Watch the same English Boost Everyday video podcast repeatedly to improve their understanding.
- b) Complete tasks such as note-taking, identifying main ideas, analyzing details, and making inferences from the video.
- c) Participate in group discussions about the video content to strengthen their comprehension.
- d) In the Write short summaries or descriptive texts based on the podcast.

5. Post-Test (T2)

In the final meeting, the researcher administered a post-test after the treatment phase was completed. The post-test consisted of 50 including multiple-choice questions, which were based on a selected English Boost Everyday video podcast from YouTube. This post-test was aimed at measuring the students' improvement in listening comprehension after participating in the treatment using YouTube podcasts.

3.7. Data Analysis

The scoring system in this study is designed to convert raw scores from the listening skill test into percentage scores. This makes it easier to interpret students' performance in both pre-test and post-test stages.

The score is calculated using the following formula:

$$S = \frac{R}{N} \times 100$$

S : Score of the test

R : Number of correct answers

N: Total number of test items

Table 3.4. Table of Scoring

Score Range	Performance Level	Criteria Discription
85-100	Excellent	Consistently identifies key ideas, supporting details, and makes logical inferences.
70-84	Good	Understands main ideas and most supporting details with some errors in inference.
50-69	Fair	Understands limited information; struggles with references or implied meaning.
Below 50	Needs Improvements	Demonstrates major difficulty in identifying meaning or vocabulary from the podcast.

After scoring the pre-test and post-test, the researcher calculated the average score of both the pre-test and post-test by using the formula below:

$$M = \frac{\sum X}{N}$$

M : Mean (average score)

X : The total students' score

N : Total number of students'

The data collected from the pre-test and post-test measurements were analyzed using statistical software. This analysis aimed to evaluate the effectiveness of using songs in self-directed learning on students' listening skills.

The analysis included Descriptive Statistics:

Descriptive statistics summarized the data by calculating the mean and standard deviation for both pre-test (T1) and post-test (T2) scores. The range of scores was also determined to assess variability in listening skills among participants. These measures provided an overview of the data distribution and highlighted trends in listening proficiency.

STEP 1 : Scoring the Listening Tests

a) Listening Achievement Test

The listening achievement test consists of 50 multiple-choice items based on the listening material delivered through the YouTube podcast used in this study. Each item measures one of the targeted listening sub-skills, including identifying the main idea, understanding detailed information, recognizing references, making inferences, and understanding vocabulary.

b) Scoring

- 1) Each correct answer was awarded 2 points
- 2) Incorrect answers received 0 points
- 3) The maximum score for the test was 100 points

The total score reflects each student's listening comprehension performance and is used to compare the pre-test and post-test results in order to determine the effectiveness of using YouTube podcast videos in improving students' listening skills.

STEP 2 : Calculating the Mean Scores

After all the scores were collected, the average (mean) score of the whole class was calculated for both the pre-test and the post-test. This helped the researcher

see whether there was an increase after the use of the *English Boost Everyday* YouTube podcast videos.

Formula:

$$Md = \frac{\sum d}{N}$$

With the following explanation:

Md = Mean difference,

$\sum d$ = Total of all individual score differences (post-test – pre-test),

N = Number of students

STEP 3 : Measuring the Improvement

To know how much improvement happened, the following formula is used:

$$I = M2 - M1$$

With the following explanation:

I = The improvement result,

M2 = The average score of the post-test

M1 = The average score of the pre-test

STEP 4 : Hypothesis Testing (Using Paired Sample t-Test)

To determine whether the improvement is statistically significant, a Paired Sample t-Test is used through SPSS software. This test is suitable because it analyzes the same students' scores before and after the treatment using the *English Boost Everyday* YouTube podcast. Decision Rule:

- If Sig. (2-tailed) < 0.05 : There is a significant impact (H_1 accepted).
- If Sig. (2-tailed) \geq 0.05 : There is no significant impact (H_0 accepted).

This test helps answer both research questions:

- Is there a significant improvement in vocational high school students' English listening achievement after being taught using the *English Boost*

Everyday YouTube podcast in the class?

- Is there any significant improvement among the five listening aspects after the treatment?

Step 5: Interpreting the Results

In the final step of the analysis, the researcher interpreted the meaning of the statistical results obtained from the pre-test and post-test scores. If the findings showed a significant increase in students' listening performance after the treatment, then the use of YouTube podcast videos was considered effective in improving students' listening comprehension skills. The results were also compared with previous studies and relevant theories, including principles of multimedia learning and listening comprehension development, to support the interpretation. Furthermore, the researcher discussed how the implementation of podcast-based listening activities could be applied in real English classroom settings and suggested that this method may serve as an engaging and meaningful way to enhance students' listening ability through authentic spoken input.

3.8. Hypothesis Testing

After collecting the data from both the pre-test and post-test, the researcher analyzed whether the use of YouTube podcast videos significantly improved students' English listening achievement. The statistical analysis that was used in this study was the paired sample t-test, as the design involved one group tested before and after the treatment. To test the hypothesis, the significance level (α) was set at 0.05. The significance level of 0.05 was selected because it is the most commonly accepted threshold in educational research and social sciences. This level provides a balance between minimizing Type I error while maintaining sufficient sensitivity to detect meaningful differences in learning outcomes. The hypotheses were formulated as follows:

Null Hypotheses (H₀):

1. There is no significant improvement in students' listening achievement after being taught using the *English Boost Everyday* YouTube podcast.
2. There is no improvement of students' listening achievement across the five

aspects of listening (main idea, detail information, vocabulary, inference, and reference) after the treatment.

Alternative Hypotheses (H1):

1. There is a significant improvement in students' listening achievement after being taught using the *English Boost Everyday* YouTube podcast.
2. There is an improvement of students' listening achievement the five aspects of listening (main idea, detail information, vocabulary, inference, and reference) after the treatment. In conclusion, this chapter described the research method that was used to find out whether YouTube podcast videos improved students' listening achievement. The study used a pre-test and post-test design, and the data were collected using a validated listening test. The test items were analyzed for their validity, reliability, discrimination power, difficulty level, and normality to ensure their accuracy. Students' scores were calculated using a simple formula, and a paired sample t-test was used to test the hypothesis. This method was expected to provide clear results to determine whether YouTube podcasts were effective in helping students improve their English listening skills.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the findings of this research and provides suggestions for English teachers and future researchers who wish to apply YouTube podcast media specifically the *English Boost Everyday* channel in teaching listening comprehension and improving students' listening skills across the five listening aspects.

5.1. Conclusion

Based on the findings and discussion of this research, the researcher draws the following conclusions:

1. The study reveals a significant improvement in students' English listening achievement after being taught using the English Boost Everyday YouTube podcast. The findings showed a significant improvement in students' listening scores from the pre-test to the post-test after the treatment, indicating that the implementation of YouTube podcast videos successfully enhanced students' listening skills. Furthermore, all five aspects of listening—main idea, detail information, reference, inference, and vocabulary—experienced improvement, although at different levels, confirming that listening is a complex skill consisting of interconnected components. The effectiveness of YouTube podcast videos can be explained by several factors, including the provision of authentic audio-visual input that helps students understand spoken language through both sound and visual context, such as facial expressions and body language, as well as the use of interesting and relevant topics that increase students' motivation and engagement. In addition, the repetition of the same video during the pre-test, treatment, and post-test allowed students to become more familiar with the

content, which supported their comprehension and vocabulary development, while structured learning activities helped them focus on identifying main ideas, detailed information, references, and making inferences. The audio-visual features of the podcast, such as clear pronunciation, visual context, and contextualized content, enabled students to process spoken information more effectively, reduce listening difficulties, and maintain better concentration during the learning process. As a result, students demonstrated better performance in all listening aspects, showing that YouTube podcast videos not only improve overall listening achievement but also support the development of specific listening skills.

2. The study also shows improvement across all five listening aspects after the implementation of the YouTube podcast. The analysis of the pre-test and post-test scores indicates that each listening aspect main idea, detail information, reference, inference, and vocabulary experienced positive development, although the degree of improvement varied. Vocabulary and detail information showed the highest gains, suggesting that repeated exposure to authentic spoken English supported by visual cues significantly helped students understand new words and capture specific information. This improvement was supported by repeated listening activities and contextual cues, which made it easier for students to focus on explicit information and recognize key details. The aspects of main idea and inference also improved, reflecting students' increased ability to grasp general meaning and draw logical conclusions from spoken texts. Meanwhile, the reference aspect showed the smallest improvement, yet it still demonstrated progress after the treatment.

5.2. Suggestions

Based on the findings of this research, the researcher provides several suggestions for English teachers and future researchers:

1. Suggestions for English Teachers

- a) Teachers are strongly encouraged to incorporate YouTube podcasts into listening instruction. The English Boost Everyday YouTube podcast has proven effective in helping students understand spoken English, recognize important details, and interpret vocabulary more accurately.
- b) Teachers are also suggested not to repeat audio or video materials with subtitles too frequently during listening activities. Although subtitles can help students understand the content, excessive use of subtitles may cause students to focus more on reading rather than developing their listening skills. Therefore, future teachers should use subtitles appropriately and in a balanced way so that students can become more accustomed to understanding information through direct listening activities.
- c) Teachers can utilize similar educational podcasts or YouTube videos to enrich listening activities and provide authentic language exposure in the classroom. For example, teachers can use short videos about daily conversations or interviews that are relevant to students' lives. They can also give simple activities such as asking students to find the main idea, answer questions, or summarize the video. In addition, teachers can ask students to replay the video or use subtitles to help them understand the content more easily.
- d) Teachers should select podcast or video materials that match students' proficiency levels. This suggestion is based on the findings of this study, which showed that students experienced better listening improvement when the material was appropriate to their level. In this research, the selected YouTube podcast (English Boost Everyday) used relatively simple language, clear pronunciation, and suitable duration, which helped students understand the content more easily and gradually improve their listening skills.

- e) Another problem faced during the implementation was that some students became less focused when the same video was repeated multiple times. Although repetition helped improve students' comprehension, especially in vocabulary and detail information, it also made some students feel bored. Therefore, future teachers are suggested to vary the learning activities while using the same audio or video. For example, students can do different tasks in each repetition, such as identifying the main idea, taking notes, answering questions, making inferences, or summarizing the content. By varying the activities, students can stay engaged, avoid boredom, and still benefit from repeated listening.
- f) Teachers are also advised to combine YouTube podcast activities with interactive tasks such as discussions, note-taking exercises, summarizing, or comprehension checks. This recommendation is based on the findings of this study, which showed that students' listening skills improved not only because of the video itself, but also because of the supporting activities used during the treatment process, such as identifying main ideas, taking notes, and discussing the content. These activities helped students understand the material more deeply and actively engage in the learning process.
- g) The duration of the treatment was relatively limited, which affected the development of students' listening skills. Based on the findings, students showed clear improvement in basic aspects, while more complex aspects such as reference improved more slowly. This indicates that some listening skills need more continuous practice. Therefore, future teachers are suggested to continue the implementation using the same podcast media but with different materials that follow the next topics in the school curriculum. By doing this, students can keep developing their listening skills more gradually without changing the time allocation of meetings.

2. Suggestions for Future Researchers

- a) This study used a one-group pre-test and post-test design without a control group, which became a limitation in determining whether the improvement in students' listening skills was solely caused by the YouTube podcast. During the treatment, it was difficult to compare students' progress with other teaching methods. Therefore, future researchers are suggested to use a true experimental design involving a control group to obtain more valid and reliable results.
- b) Future researchers are also suggested to ensure the construct validity of the research instrument before conducting the study. In this research, construct validity was established by developing the listening test items based on the theoretical aspects of listening skills, including main idea, detail information, reference, inference, and vocabulary. Therefore, future researchers should make sure that each test item truly represents the listening aspects being measured and is aligned with the underlying theory of listening comprehension. This step is important to ensure that the instrument accurately measures students' listening abilities and produces more valid research findings.
- c) During the treatment, the researcher found that many students had difficulty understanding the audio when the speaker spoke too quickly or used unfamiliar vocabulary. This problem influenced students' performance, particularly in more complex listening aspects such as reference and inference, which showed lower improvement compared to other aspects. In contrast, aspects such as vocabulary and detail information improved more significantly. Therefore, future researchers are advised to select or adapt materials based on students' proficiency levels, for example by using slower-paced videos, adding subtitles, or providing vocabulary previews before listening.
- d) This study involved only one class consisting of 38 students, which limits the generalizability of the findings. During the classroom implementation, differences in students' abilities and learning pace were observed, which may influence the results. Therefore, future

researchers are encouraged to involve larger and more diverse samples to obtain more representative findings.

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